

North Dakota Career Development Standards Curriculum Framework

**Second Draft
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North Dakota Career Development Standards

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These standards and benchmarks were developed during 2002-2003 by this team of career development counselors. The current document was based on the National Career Development Guidelines, developed by the North Dakota State Occupational Information Coordinating Committee (SOICC), first published in 1988 under a grant from the National Occupational Information Coordinating Committee (NOICC) and the National Standards for School Counseling Programs published in 1997 by the American School Counseling Association. Special credit is given to the Grafton School District school counselors for sharing their Comprehensive School Counseling Program and the ND Department of Public Instruction for the Standards Protocol, both used in the formatting of this document.

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Mission Statement

It is the mission of the North Dakota Career Development Counselors to provide guidance and counseling services in the area of career development for all students in grades 7-12. Each program shall be systemic, sequential, clearly defined, and accountable.

The following document encompasses a framework for:

- Self-knowledge,
- Educational and occupational exploration, and
- Career planning.

This framework is comprised of a comprehensive approach involving an educational team consisting of certified counselors, support personnel, teachers, parents, administrators, and members of the community. In partnership with other educators, parents, and community, professional career development counselors facilitate the support system to ensure that all students have access to, and are prepared with, the knowledge and skills to contribute to society as productive members of society.

North Dakota Career Development Standards
North Dakota Department of Career and Technical Education

Standards Map

	Grades 7-8	Grades 9-10	Grades 11-12
Self-Knowledge	<p>1.8 Students know the influence of a positive self-concept.</p> <p>2.8 Students use skills to interact with others.</p> <p>3.8 Students know the importance of growth and change.</p>	<p>1.10 Students understand the influence of a positive self-concept.</p> <p>2.10 Students use skills to interact positively with others.</p> <p>3.10 Students understand the impact of growth and development.</p>	<p>1.12 Students understand the influence of a positive self-concept.</p> <p>2.12 Student use skills to interact positively with others.</p> <p>3.12 Students understand the impact of growth and development.</p>
Educational & Occupational Exploration	<p>4.8 Students know the benefits of educational achievement to career opportunities.</p> <p>5.8 Students understand the relationship between work and learning.</p> <p>6.8 Students have the skills to locate, understand, and use career information.</p> <p>7.8 Students understand skills necessary to seek and obtain jobs.</p> <p>8.8. Students understand how work relates to the needs and functions of the economy and society.</p>	<p>4.10 Students understand the relationship between educational achievement and career planning.</p> <p>5.10 Students understand the need for positive attitudes toward work and learning.</p> <p>6.10 Students use skills to locate, evaluate, and interpret career information.</p> <p>7.10 Students use skills to prepare to seek, obtain, maintain, and change jobs.</p> <p>8.10 Students understand how societal needs and functions influence the nature and structure of work.</p>	<p>4.12 Students understand the relationship between educational achievement and career planning.</p> <p>5.12 Students understand the need for positive attitudes toward work and learning.</p> <p>6.12 Students use skills to locate, evaluate, and interpret career information.</p> <p>7.12 Students use skills to prepare to seek, obtain, maintain, and change jobs.</p> <p>8.12 Students understand how societal needs and functions influence the nature and structure of work.</p>
Career Planning	<p>9.8 Students know skills to make decisions.</p> <p>10.8 Students understand the interrelationship of life roles.</p> <p>11.8 Students know of different occupations and changing male/female roles.</p> <p>12.8 Students understand the process of career planning.</p>	<p>9.10 Students use skills to make decisions.</p> <p>10.10. Students understand the interrelationship of life roles.</p> <p>10.11 Students understand the continuous changes in male/female roles.</p> <p>12.10 Students use skills in career planning.</p>	<p>9.12 Students use skills to make decisions.</p> <p>10.12 Students understand the interrelationship of life roles.</p> <p>11.12 Students understand the continuous changes in male/female roles.</p> <p>12.12. Students use skills in career planning.</p>

North Dakota Career Development Standards and Benchmarks

Self-Knowledge – Grades 7-8

Standard 1: *Students know the influence of a positive self-concept.*

Benchmarks

- 1.8.1 Describe personal likes and dislikes.
- 1.8.2 Describe individual skills needed to fulfill different life roles.
- 1.8.3 Describe how a person's behavior influences the feelings and actions of others.
- 1.8.4 Identify environmental influences on attitudes, behaviors, and aptitudes.

Standard 2: *Students use skills to interact with others.*

Benchmarks

- 2.8.1 Demonstrate respect for the feelings and beliefs of others.
- 2.8.2 Demonstrate an appreciation for the similarities and differences among people.
- 2.8.3 Demonstrate appropriate skills in responding to criticism.
- 2.8.4 Demonstrate effective group membership skills.
- 2.8.5 Demonstrate social skills.
- 2.8.6 Demonstrate understanding of different cultures, lifestyles, attitudes, and abilities.

Standard 3: *Students know the importance of growth and change.*

Benchmarks:

- 3.8.1 Identify feelings associated with a variety of life situations.
- 3.8.2 Identify internal and external sources of stress.
- 3.8.3 Demonstrate ways of responding when under stress.
- 3.8.4 Describe changes that occur in the physical, psychological, social, and emotional development of an individual.
- 3.8.5 Describe physiological and psychological factors as they relate to career development.
- 3.8.6 Describe the importance of an occupation, family, and leisure activities to mental, emotional, physical, and economic well being of an individual.

North Dakota Career Development Standards and Benchmarks

Educational and Occupational Exploration – Grades 7-8

Standard 4: *Students know the benefits of educational achievement related to career opportunities.*

Benchmarks:

- 4.8.1 Describe the importance of academic and occupational skills in the world of work.
- 4.8.2 Identify how the skills taught in school subjects are used in various occupations.
- 4.8.3 Describe individual strengths and weaknesses in school subjects.
- 4.8.4 Describe a plan of action for increasing basic educational skills.
- 4.8.5 Describe the skills needed to adjust to changing occupational requirements.
- 4.8.6 Describe how continued learning enhances the ability to achieve goals.
- 4.8.7 Describe how skills and interests relate to the selection of high school courses of study and achievement.
- 4.8.8 Describe how aptitudes, abilities, and interests relate to broad occupational groups.

Standard 5: *Students understand the relationship between work and learning.*

Benchmarks:

- 5.8.1 Demonstrate effective learning habits and skills.
- 5.8.2 Demonstrate an understanding of the importance of personal skills and attitudes to job success.
- 5.8.3 Describe the relationship of personal attitudes, beliefs, abilities, and skills to occupations.

Standard 6: *Students have the skills to locate, understand and use career information.*

Benchmarks:

- 6.8.1 Identify various ways that occupations can be classified.
- 6.8.2 Identify a number of occupational groups for exploration.
- 6.8.3 Demonstrate skills in using school and community resources to learn about occupational groups.
- 6.8.4 Identify sources to obtain information about occupational groups including self-employment.
- 6.8.5 Identify skills that are transferable from one occupation to another.
- 6.8.6 Identify sources of employment in the community.

North Dakota Career Development Standards and Benchmarks

Standard 7: *Students understand the skills necessary to seek and obtain jobs.*

Benchmarks:

- 7.8.1 Demonstrate personal qualities such as dependability, punctuality, getting along with others that are needed to get and keep a job.
- 7.8.2 Describe terms and concepts used in describing employment opportunities and conditions.
- 7.8.3 Demonstrate skills to complete a job application.
- 7.8.4 Demonstrate skills and attitudes essential for a job interview.

Standard 8: *Students understand how work relates to the needs and functions of the economy and society.*

Benchmarks:

- 8.8.1 Describe the importance of work to society.
- 8.8.2 Describe the relationship between work and economic and societal needs.
- 8.8.3 Describe the economic contributions workers make to society.
- 8.8.4 Describe the effects that societal, economic, and technological changes have on occupations.

North Dakota Career Development Standards and Benchmarks

Career Planning – Grades 7-8

Standard 9: *Students know skills to make decisions.*

Benchmarks:

- 9.8.1 Describe personal beliefs and attitudes.
- 9.8.2 Describe how career development is a continuous process with a series of choices.
- 9.8.3 Identify possible outcomes of decisions.
- 9.8.4 Describe school courses related to personal, educational, and occupational interests.
- 9.8.5 Identify ways in which decisions about education and work relate to other major life decisions.
- 9.8.6 Identify advantages and disadvantages of various secondary and postsecondary programs for the attainment of career goals.
- 9.8.7 Identify the requirements for secondary and postsecondary programs.

Standard 10: *Students understand the interrelationship of life roles.*

Benchmarks:

- 10.8.1 Identify how different work and family patterns require varying kinds and amounts of energy, participation, motivation, and talent.
- 10.8.2 Identify how work roles at home satisfy needs of the family.
- 10.8.3 Identify personal goals that may be satisfied through a combination of work, community, social, and family roles.
- 10.8.4 Identify personal leisure choices in relation to lifestyle and the attainment of future goals.
- 10.8.5 Describe advantages and disadvantages of various life role options.
- 10.8.6 Describe the interrelationships between family, occupational, and leisure decisions.

Standard 11: *Students know of different occupations and changing male/female roles.*

Benchmarks:

- 11.8.1 Describe advantages and problems of entering nontraditional occupations.
- 11.8.2 Describe the advantages of taking courses related to personal interest without regard to stereotypes or biases.
- 11.8.3 Describe stereotypes, biases, and discriminatory behaviors that may limit opportunities for women and men in certain occupations.

North Dakota Career Development Standards and Benchmarks

Standard 12: *Students understand the process of career planning.*

Benchmarks:

- 12.8.1 Demonstrate knowledge of exploratory processes and programs.
- 12.8.2 Identify school courses that meet tentative career goals.
- 12.8.3 Demonstrate knowledge of academic and career and technical programs offered at the high school level.
- 12.8.4 Describe skills needed in a variety of occupations including self-employment.
- 12.8.5 Identify strategies for managing personal resources such as talents, time, and money to achieve tentative career goals.
- 12.8.6 Develop an individual career plan, updating information from the elementary level plan and including tentative decisions to be implemented in high school.

The table below lists examples of activities that meet the standards and benchmarks for grades 7 & 8. The standards are identified at the top of the table and the numbers in the boxes below specify the benchmark(s) – from pages 3-7 – met by that activity.

Grades 7-8 Examples of Activities that Support the Standards and Benchmarks	North Dakota Career Development Standards												
	1.8	2.8	3.8	4.8	5.8	6.8	7.8	8.8	9.8	10.8	11.8	12.8	
	Students know the influence of a positive self-concept.	Students use skills to interact with others.	Students know the importance of growth and change.	Students know the benefits of educational achievement to career opportunities.	Students understand the relationship between work and learning.	Students have the skills to locate, understand, and use career information.	Students understand skills necessary to seek and obtain jobs.	Students understand how work relates to the needs and functions the economy and society.	Students know skills to make decisions.	Students understand the interrelationship of life roles.	Students know of different occupations and changing male/female roles.	Students understand the process of career planning.	
	Self Knowledge			Educational & Occupational Explorations						Career Planning			
	Grades 7-8 Benchmarks												
	Career Portfolios	1-2-4	6	1-4-5-6	1-2-3-4-6-7-8	1-2-3	1-2-3-4-5-6	1-2	1-2-4	1-2-3-4-5-6	3-4-6	1-2-3	1-2-3-4-5-6
	Career Plans	1-2-4	6	5-6	1-2-3-4-5-6-7-8	1-3	1-2-3-4-5-6	1	1-2-4	1-2-3-4-5-6-7	3-4-6	1-2-3	1-2-3-4-5-6
	Choices	1-2	2-6	5-6	1-2-6-7	3	1-2-3-4			3		1-2	1-2-4
	Interest Profiler	1-2	2-4-5	4-5-6	1-2-7-8	2-3-4	1-2-3-4-5					2	1
	Work Importance Locator						4				2		
Real Game	2-4	1-2-4-5-6	1-2-4-5-6	1-2-6-8	1-3	3-4		1-2-3-4	1-2-3-4-5-6	1-2-3-5	2-3	5	
Career Dev. Tool Kit					1								
CX Online	1-2-4	2-6					2	2-4					
Career Finder	1-2			7-8								1-2	
JOB-O	1-2		1-6	1-6-7-8	1-2-3	1-2-3-4	2		3		2-3	1-2-3-4	
ND Career Outlook	1-2-4	2-4-6	5-6	1-2-3-4-5-6-7-8	1-3	1-2-3-4-5-6	2-3-4	1-2-3-4	1-2-3-4-5-6-7	4-5-6	1-2-3	1-2-3-4	
Design Your Future	1			1-2-3-5-6-7	1-3			2	1-2-3-4-5-6-7		1-2	1-3-6	
Study Skills		4-5	2-3	1-2-3-4-6-7-8	1-2-3	3	1		3				
4/6 Year Individual Plan	1-4			1-2-3-4-6-7-8	2-3	1			1-2-3-4-5-6-7	6	1-2	1-2-3-4-5-6	
Graduation Requirements				1-2-4-7-8					1-2-3-4-5-6-7		1-2	1-2-3-4	
NDUS Requirements				1-2-4-6-7-8					3-4-5-6-7		1-2	1-2-3-4	
Standardized Tests			1-2-3	6-7									
Registration Guide				1-2-4-6-7-8				4	1-2-3-4-5-6-7		1-2	1-2-3-4	
Job Shadowing		1-2-3	1—5	1-2-5-6-7-8	1-2-3	1-2-3-4-5-6	1-2-3-4	1-2-3-4	4-6-7	1-3-4-5-6	1-2-3	1-2-4	
Information Interviews		1-2	1-5	1-2-7-8	1-2-3	1-2-3-4-5-6	1-2-3-4	1-2-3-4	4-6-7	1-3-4-5-6	1-2-3	1-2-4	

North Dakota Career Development Standards and Benchmarks

Self-Knowledge – Grades 9-10

Standard 1: *Students understand the influence of a positive self-concept.*

Benchmarks:

- 1.10.1 Identify and appreciate personal interests, abilities, and skills
- 1.10.2 Demonstrate the ability to use peer feedback.
- 1.10.3 Demonstrate an understanding of how individual characteristics relate to achieving personal, social, educational, and career goals.
- 1.10.4 Demonstrate an understanding of environmental influences on one's behavior.
- 1.10.5 Demonstrate an understanding of the relationship between personal behavior and self-concept.

Standard 2: *Students use skills to interact positively with others.*

Benchmarks:

- 2.10.1 Demonstrate effective interpersonal skills.
- 2.10.2 Demonstrate interpersonal skills required for working with and for others.
- 2.10.3 Describe appropriate employer and employee interactions in various situations.
- 2.10.4 Demonstrate how to express feelings, reactions, and ideas in an appropriate manner.

Standard 3: *Students understand the impact of growth and development.*

Benchmarks:

- 3.10.1 Describe how developmental changes affect physical and mental health.
- 3.10.2 Describe the effect of emotional and physical health on career decisions.
- 3.10.3 Describe healthy ways of dealing with stress.
- 3.10.4 Demonstrate behaviors that maintain physical and mental health.

North Dakota Career Development Standards and Benchmarks

Educational and Occupational Exploration – Grades 9-10

Standard 4: *Students understand the relationship between educational achievement and career planning.*

Benchmarks:

- 4.10.1 Demonstrate how to apply academic and career and technical skills to achieve personal goals.
- 4.10.2 Describe the relationship of academic and career and technical skills to personal interests.
- 4.10.3 Describe how skills developed in academic and career and technical programs relate to career goals.
- 4.10.4 Describe how education relates to the selection of college majors, further training, and/or entry into the job market.
- 4.10.5 Demonstrate transferable skills that can apply to a variety of occupations and changing occupational requirements.
- 4.10.6 Describe how learning skills are required in the work place.

Standard 5: *Students understand the need for positive attitudes toward work and learning.*

Benchmarks:

- 5.10.1 Identify the positive contributions workers make to society.
- 5.10.2 Demonstrate knowledge of the social significance of various occupations.
- 5.10.3 Demonstrate a positive attitude toward work.
- 5.10.4 Demonstrate learning habits and skills that can be used in various educational situations.
- 5.10.5 Demonstrate positive work attitudes and behaviors.

Standard 6: *Students use skills to locate, evaluate, and interpret career information.*

Benchmarks:

- 6.10.1 Describe the educational requirements of various occupations. (Examples: handbooks, career materials, labor market information, computerized career information delivery systems)
- 6.10.2 Identify various career resources.
- 6.10.3 Describe the concept of career pathways.
- 6.10.4 Describe the advantages and disadvantages of self-employment as a career option.
- 6.10.5 Identify individuals in selected occupations as possible information resources, role models, and/or mentors.
- 6.10.6 Describe how employment trends relate to education and training.
- 6.10.7 Describe the impact of factors such as population, climate, and geographic location on occupational opportunities.

North Dakota Career Development Standards and Benchmarks

Standard 7: *Students use skills to prepare to seek, obtain, maintain, and change jobs.*

Benchmarks:

- 7.10.1 Demonstrate skills to locate, interpret, and use information about job openings and opportunities.
- 7.10.2 Demonstrate academic or vocational skills for a full-time or part-time job.
- 7.10.3 Demonstrate skills and behaviors necessary for a successful job interview.
- 7.10.4 Demonstrate skills in preparing an entry-level resume and completing job applications.
- 7.10.5 Identify specific job openings.
- 7.10.6 Demonstrate skills to assess occupational opportunities. (Examples: working conditions, benefits, and opportunities for change)
- 7.10.7 Describe placement services available to make the transition from high school to civilian employment, armed services, or postsecondary education/training.
- 7.10.8 Demonstrate an understanding that job opportunities often require relocation.
- 7.10.9 Demonstrate skills necessary to function as a consumer and manage financial resources.

Standard 8: **Students understand how societal needs and functions influence the nature and structure of work.**

Benchmarks:

- 8.10.1 Describe the effect of work on lifestyles.
- 8.10.2 Describe how society's needs and functions affect the supply of goods and services.
- 8.10.3 Describe how occupational and industrial trends relate to training and employment.
- 8.10.4 Demonstrate an understanding of the global economy and how it affects each individual.

North Dakota Career Development Standards and Benchmarks

Career Planning – Grades 9-10

Standard 9: *Students use skills to make decisions.*

Benchmarks:

- 9.10.1 Demonstrate responsibility in making tentative educational and occupational choices.
- 9.10.2 Identify alternatives in given decision-making situations.
- 9.10.3 Describe personal strengths and weaknesses in relationship to postsecondary education/training requirements.
- 9.10.4 Identify appropriate choices during high school that will lead to marketable skills for entry-level employment or advanced training.
- 9.10.5 Identify and complete required steps toward transition from high school to entry into postsecondary education/training programs at work.
- 9.10.6 Identify steps in the financial aid process for postsecondary education and training.

Standard 10: *Students understand the interrelationship of life roles.*

Benchmarks:

- 10.10.1 Demonstrate knowledge of life stages.
- 10.10.2 Describe factors that determine lifestyles (Examples: socioeconomic status, culture, values, occupational choices, work habits)
- 10.10.3 Describe ways in which occupational choices may affect lifestyle.
- 10.10.4 Describe the contribution of work to a balanced and productive life.
- 10.10.5 Describe ways in which work, family, and leisure roles are interrelated.
- 10.10.6 Describe different career patterns and their potential effect on family patterns and lifestyle.
- 10.10.7 Describe the importance of leisure activities.
- 10.10.8 Demonstrate ways that occupational skills and knowledge can be acquired through leisure.

Standard 11: *Students understand the continuous changes in male/female roles.*

Benchmarks:

- 11.10.1 Identify factors that have influenced the changing career patterns of women and men.
- 11.10.2 Identify evidence of gender stereotyping and bias in educational programs and occupational settings.
- 11.10.3 Demonstrate attitudes, behaviors, and skills that contribute to eliminating gender bias and stereotyping.
- 11.10.4 Identify courses appropriate to occupations of interest.
- 11.10.5 Describe the advantages and problems of nontraditional occupations.

North Dakota Career Development Standards and Benchmarks

Standard 12: *Students use skills in career planning.*

Benchmarks:

- 12.10.1 Describe career plans that reflect the importance of lifelong learning.
- 12.10.2 Demonstrate knowledge of postsecondary career and technical and academic programs.
- 12.10.3 Demonstrate knowledge that changes may require retraining and upgrading of employees' skills.
- 12.10.4 Describe school and community resources to explore educational and occupational choices.
- 12.10.5 Describe the pros and cons of self-employment.
- 12.10.6 Demonstrate occupational skills developed through volunteer experiences, part-time employment, or cooperative education programs.
- 12.10.7 Demonstrate skills necessary to compare education and job opportunities.
- 12.10.8 Develop an individual career plan, updating information from earlier plans and including tentative decisions to be implemented after high school.

The table below lists examples of activities that meet the standards and benchmarks for grades 9 & 10 . The standards are identified at the top of the table and the numbers in the boxes below specify the benchmark(s) – from pages 9-13 – met by that activity.

Grades 9-10 Examples of Activities that Support the Standards and Benchmarks	North Dakota Career Development Standards											
	10.1.	10.2.	10.3.	10.4.	10.5.	10.6.	10.7.	10.8.	10.9.	10.10.	10.11.	10.12.
	Students understand the influence of a positive self-concept.	Students use skills to interact positively with others.	Students understand the impact of growth and development.	Students understand the relationship between educational achievement and career planning.	Students understand the need for positive attitudes toward work and learning.	Students use skills to locate, evaluate, and interpret career information.	Students use skills to prepare to seek, obtain, maintain, and change jobs.	Students understand how societal needs and functions influence the nature and structure of work.	Students use skills to make decisions.	Students understand the interrelationship of life roles.	Students understand the continuous changes in male/female roles.	Students use skills in career planning.
	Self Knowledge			Educational & Occupational Explorations					Career Planning			
Grades 9-10 Benchmarks												
Career Portfolios	1-2-3-4-5	3	2	1-2-3-4	1-2-3-4	1-3-5-6	1-2-3-4-8	1-3-4	1-2-3-4-5-6	1-2-3-4-5-6-7	1-2-3-4-5	1-2-3-4-5-6-7-8
Career Plans	1-2-3-4-5	3	2	1-2-3-4	1-2-3-4	1-2-3-4-5-7	8		1-2-3-4-5-6		4-5	1-2-3-7-8
Choices	1			4-5		1-2	1-6		1-3			
Interest Profiler	1-2-3			1-2-3-6								
Work Importance Locator								1		4		
Career Aptitude Survey	1-3			1-2				1	3-4			
Get Real Game	3-4	1-2			1-2		9	1		1-2-3-4-5-6	1-3-5	
Career Dev. Tool Kit										2-3-4-5-6		
CX Online	1-3			4	1-2	1-2	1-5-6-7-8-9	1-3-4	1-2-3		4-5	2-4-7
Career Finder	1-2-3			1-2-3-4-5-6								
JOB-O				5-6		1			1			
COPSystem	1-2-3			1-2-3-4-5-6			2		1-2-3-4			
You Can Be												
Vo-Tech Quick Screener	1-2-3			1-2-3-4-5-6		1			1			
Major-Minor Finder	1-2			1-2-3-4-5-6		1			1			2
PLAN	1			1-2-3-4			2		1-3-4			2
USA Today Career Planning Kit				1-2-3-4-5-6								
ND Career Outlook	1-2-3-4	1-2-3-4		1-2-3-4-5-6	1-2-3-4-5	1-2-3-4-5-6-7	1-2-3-4-7-8-9	1-2-3-4	1-2-3-4-5-6	2-3	1-2-3-4-5	1-2-3-5-7
4/6 Year Individual Plan	1-2-3-4		1-2	1-2-3-4-5-6	3-4-5	1-3-7	7-8	1	1-3-4-5	3	4-5	1-2-3-7-8
Graduation Requirements	1			1-2-4					1-2-3-4-5-6		4	7
NDSU Requirements	1			1-2-3-4					1-2-3-4-5-6		4	2-7
Standardized Tests	1-3			1-2			2		1-2-3-4-5		4	2-7
Registration Guide				1-4				1	1-2-3-4-5		4	
Job Shadowing	3-4	1	2	5-6	1-2-3-4-5	1-4-5-6	6-8	1	1	3-4-5-6-7	4-5	1-2-3-4-5-6-7-8
Information Interviews	3-4	1	2	5-6	1-2-5	1-4-5-6	3-6-8	1	1	3-4-5-6-7	4-5	1-2-3-4-5-6-7-8

Grades 9-10	North Dakota Career Development Standards											
	10.1.	10.2.	10.3.	10.4.	10.5.	10.6.	10.7.	10.8.	10.9.	10.10.	10.11.	10.12.
Examples of Activities that Support the Standards and Benchmarks	Students understand the influence of a positive self-concept.	Students use skills to interact positively with others.	Students understand the impact of growth and development.	Students understand the relationship between educational achievement and career planning.	Students understand the need for positive attitudes toward work and learning.	Students use skills to locate, evaluate, and interpret career information.	Students use skills to prepare to seek, obtain, maintain, and change jobs.	Students understand how societal needs and functions influence the nature and structure of work.	Students use skills to make decisions.	Students understand the interrelationship of life roles.	Students understand the continuous changes in male/female roles.	Students use skills in career planning.
	Self Knowledge			Educational & Occupational Explorations					Career Planning			
Grades 9-10 Benchmarks												
ACT/SAT Prep	1-2-3								1-2-3-4-5-6			
College Catalogs/Web Sites				4		1-2			4-5		4	1-2-3-4-5-6-7-8
Occupational Outlook Handbook	1-2-3					1-2-3-4-5-6-7						4
OOH Online	1-2-3					1-2-3-4-5-6-7						4
ND Career Resource Network						1-2-3-4-6						
Career Onestop						1-2-3-4-5-6-7	1-2-3-4-5-6-7-8-9					4-7
Job Seeking Skills		1-2-3-4					1-2-3-4-5-6-7-8-9		5			
Extracurricular Activities	1-2-3-4-5	1-2-3-4	1-2-3-4	1-5	1-3-4-5	5	2		2-3-4	2-4-5-6-7-8		4-5-6-7-8
Community Service Learning	1-2-3-4-5	1-2-3-4	1-2-3-4	1-3-5-6	1-2-3-4-5	5	1-2-3		2-3	2-4-5-6-8	4	1-2-3-4-5-6-7-8
Work Experiences	1-3-4-5	1-2-3-4	1-2	1-2-3-5-6	1-2-3-4-5	1-5	1-2-3-4-5-6-7-8-9		1-2-3	2-4-5-6	4	1-2-3-4-5-6-7-8

North Dakota Career Development Standards and Benchmarks

Self-Knowledge – Grades 11-12

Standard 1: *Students understand the influence of a positive self-concept.*

Benchmarks:

- 1.12.1 Identify and appreciate personal interests, abilities, and skills.
- 1.12.2 Demonstrate the ability to use peer feedback.
- 1.12.3 Demonstrate an understanding of how individual characteristics relate to achieving personal, social, educational, and career goals.
- 1.12.4 Demonstrate an understanding of environmental influences on one's behavior.
- 1.12.5 Demonstrate an understanding of the relationship between personal behavior and self-concept.

Standard 2: *Students use skills to interact positively with others.*

Benchmarks:

- 2.12.1 Demonstrate effective interpersonal skills.
- 2.12.2 Demonstrate interpersonal skills required for working with and for others.
- 2.12.3 Describe appropriate employer and employee interactions in various situations.
- 2.12.4 Demonstrate how to express feelings, reactions, and ideas in an appropriate manner.

Standard 3: *Students understand the impact of growth and development.*

Benchmarks:

- 3.12.1 Describe how developmental changes affect physical and mental health.
- 3.12.2 Describe the effect of emotional and physical health on career decisions.
- 3.12.3 Describe healthy ways of dealing with stress.
- 3.12.4 Demonstrate behaviors that maintain physical and mental health.

North Dakota Career Development Standards and Benchmarks

Educational and Occupational Exploration – Grades 11-12

Standard 4: *Students understand the relationship between educational achievement and career planning.*

Benchmarks:

- 4.12.1 Demonstrate how to apply academic and career and technical skills to achieve personal goals.
- 4.12.2 Describe the relationship of academic and career and technical skills to personal interests.
- 4.12.3 Describe how skills developed in academic and career and technical programs relate to career goals.
- 4.12.4 Describe how education relates to the selection of college majors, further training, and/or entry into the job market.
- 4.12.5 Demonstrate transferable skills that can apply to a variety of occupations and changing occupational requirements.
- 4.12.6 Describe how learning skills are required in the work place.

Standard 5: *Students understand the need for positive attitudes toward work and learning.*

Benchmarks:

- 5.12.1 Identify the positive contributions workers make to society.
- 5.12.2 Demonstrate knowledge of the social significance of various occupations.
- 5.12.3 Demonstrate a positive attitude toward work.
- 5.12.4 Demonstrate learning habits and skills that can be used in various educational situations.
- 5.12.5 Demonstrate positive work attitudes and behaviors.

Standard 6: *Students use skills to locate, evaluate, and interpret career information.*

Benchmarks:

- 6.12.1 Describe the educational requirements of various occupations (Examples: handbooks, career materials, labor market information, computerized career information delivery systems)
- 6.12.2 Identify various career resources.
- 6.12.3 Describe the concept of career pathways.
- 6.12.4 Describe the advantages and disadvantages of self-employment as a career option.
- 6.12.5 Identify individuals in selected occupations as possible information resources, role models, and/or mentors.
- 6.12.6 Describe how employment trends relate to education and training.
- 6.12.7 Describe the impact of factors such as population, climate, and geographic location on occupational opportunities.

North Dakota Career Development Standards and Benchmarks

Standard 7: *Students use skills to prepare to seek, obtain, maintain, and change jobs.*

Benchmarks:

- 7.12.1 Demonstrate skills to locate, interpret, and use information about job openings and opportunities.
- 7.12.2 Demonstrate academic or vocational skills for a full-time or part-time job.
- 7.12.3 Demonstrate skills and behaviors necessary for a successful job interview.
- 7.12.4 Demonstrate skills in preparing a resume and completing job applications.
- 7.12.5 Identify specific job openings.
- 7.12.6 Demonstrate skills to assess occupational opportunities. (Examples: working conditions, benefits, and opportunities for change)
- 7.12.7 Describe placement services available to make the transition from high school to civilian employment, armed services, or postsecondary education/training.
- 7.12.8 Demonstrate an understanding that job opportunities often require relocation.
- 7.12.9 Demonstrate skills necessary to function as a consumer and manage financial resources.

Standard 8: *Students understand how societal needs and functions influence the nature and structure of work.*

Benchmarks:

- 8.12.1 Describe the effect of work on lifestyles.
- 8.12.2 Describe how society's needs and functions affect the supply of goods and services.
- 8.12.3 Describe how occupational and industrial trends relate to training and employment.
- 8.12.4 Demonstrate an understanding of the global economy and how it affects each individual.

North Dakota Career Development Standards and Benchmarks

Career Planning – Grades 11-12

Standard 9: *Students use skills to make decisions.*

Benchmarks:

- 9.12.1 Demonstrate responsibility in making tentative educational and occupational choices.
- 9.12.2 Identify alternatives in given decision-making situations.
- 9.12.3 Describe personal strengths and weaknesses in relationship to postsecondary education/training requirements.
- 9.12.4 Identify appropriate choices during high school that will lead to marketable skills for entry-level employment or advanced training.
- 9.12.5 Identify and complete required steps toward transition from high school to entry into postsecondary education/training programs at work.
- 9.12.6 Identify steps to apply for and secure financial aid for postsecondary education and training.

Standard 10: *Students understand the interrelationship of life roles.*

Benchmarks:

- 10.12.1 Demonstrate knowledge of life stages.
- 10.12.2 Describe factors that determine lifestyles (Examples: culture, socioeconomic status, values, occupational choices, work habits)
- 10.12.3 Describe ways in which occupational choices may affect lifestyle.
- 10.12.4 Describe the contribution of work to a balanced and productive life.
- 10.12.5 Describe ways in which work, family, and leisure roles are interrelated.
- 10.12.6 Describe different career patterns and their potential effect on family patterns and lifestyle.
- 10.12.7 Describe the importance of leisure activities.
- 10.12.8 Demonstrate ways that occupational skills and knowledge can be acquired through leisure.

Standard 11: *Students understand the continuous changes in male/female roles.*

Benchmarks:

- 11.12.1 Identify factors that have influenced the changing career patterns of women and men.
- 11.12.2 Identify evidence of gender stereotyping and bias in educational programs and occupational settings.
- 11.12.3 Demonstrate attitudes, behaviors and skills that contribute to eliminating gender bias and stereotyping.
- 11.12.4 Identify courses appropriate to occupations of interest.
- 11.12.5 Describe the advantages and problems of nontraditional occupations.

North Dakota Career Development Standards and Benchmarks

Standard 12: *Students use skills in career planning.*

Benchmarks:

- 12.12.1 Describe career plans that reflect the importance of lifelong learning.
- 12.12.2 Demonstrate knowledge of postsecondary career and technical and academic programs.
- 12.12.3 Demonstrate knowledge that changes may require retraining and upgrading of employees' skills.
- 12.12.4 Describe school and community resources to explore educational and occupational choices.
- 12.12.5 Describe the pros and cons of self-employment.
- 12.12.6 Demonstrate occupational skills developed through volunteer experiences, part-time employment, or cooperative education programs.
- 12.12.7 Demonstrate skills necessary to compare education and job opportunities.
- 12.12.8 Develop an individual career plan, updating information from earlier plans and including tentative decisions to be implemented after high school.

The table below lists examples of activities that meet the standards and benchmarks for grades 11 & 12. The standards are identified at the top of the table and the numbers in the boxes below specify the benchmark(s) – from pages 16 - 20 – met by that activity

<u>Grades 11-12</u>	North Dakota Career Development Standards											
	12.1.	12.2.	12.3.	12.4.	12.5.	12.6.	12.7.	12.8.	12.9.	12.10.	12.11.	12.12.
Examples of Activities that Support the Standards and Benchmarks	Students understand the influence of a positive self-concept.	Students use skills to interact positively with others.	Students understand the impact of growth and development.	Students understand the relationship between educational achievement and career planning.	Students understand the need for positive attitudes toward work and learning.	Students use skills to locate, evaluate, and interpret career information.	Students use skills to prepare to seek, obtain, maintain, and change jobs.	Students understand how societal needs and functions influence the nature and structure of work.	Students use skills to make decisions.	Students understand the interrelationship of life roles.	Students understand the continuous changes in male/female roles.	Students use skills in career planning.
	Self Knowledge			Educational & Occupational Explorations						Career Planning		
Grades 11-12 Benchmarks												
Career Portfolios	1-2-3-4-5		2	1-2-3-4	1-2-3-4	1-3-5-6	1-2-3-4-8	1	1-2-3-4-5-6	1	1-5	1-2-3-4-8
Career Plans	1-2-3-4-5		2	1-2-3-4-5-6	1-2-3-4	1-2-3-4-5-7	1-2-3-4-5-6-7-8	1	1-2-3-4-5-6		5	1-2-3-4-7-8
Choices	1-3			1-4-5-6	1	1-2	1-9	1-4	1-3-5		5	
Interest Profiler	1-2-3								1			
Work Importance Locator												
Career Aptitude Survey	1-3			1-2								
Get Real Game	3-4	1-2			1-2		9	1		1	1-5	
CX Online	1-3	1-2		1-2-3-4-5-6	1-2-3-4-5	1-2	1-2-3-4-5-6-7-8-9	1-2-3-4-	1-2-3-4-5		1-4-5	1-2-4-7-8
ASVAB	1-2-3			1-2-3-4-5		1-2	2		1-2-3-4-5	3		2
PSAT	1-3			1-2-3-4			2		1-3-4-5			2
ACT/SAT	1-3			1-2-3-4-5			2		1-3-4-5-6			2
ACT/SAT Prep & Reg.	1											
Major-Minor Finder	1-2-3			1-2-3-4-5-6		1			1			2
Strong Interest Inventory	1-2-3			1-2-3					1			
Cumulative Assessment Profile	1								1			
Myers-Briggs Type Indicator	1-3								1			
Kiersey Temperament Sorter	1-3								1			
ND Career Outlook	1-2-3-4	1-2-3-4	1-2-3-4	1-2-3-4-5-6	1-2-3-4-5	1-2-3-4-5-6-7	1-2-3-4-5-6-7-8-9	1-2-3-4	1-2-3-4	1-2-3-4-5-6-8	1-2-3-4-5	1-2-3-4-5-7-8
4/6 Year Individual Plan	1-2-3-4-5		1-2	1-2-3-4-5-6	3-4-5	1-3-7	7-8	1	1-3-4-5-6		4-5	1-2-3-7-8
Graduation Requirements	1			1-2-3-4					1-3-4-5-6	2-3	4	7
NDUS Requirements	1			1-2-3-4					1-3-4-5-6	2-3	4	2-7
Standardized Tests	1-3			1-2			2		3-5	2-3		
Registration Guide				1-4					1	1-2-3-4-5-6	4	
Job Shadowing	3-4	1	2	5-6	1-2-3-4-5	1-4-5-6		1	1	3-4-5-6-7	4-5	1-2-3-4-5-6-7-8

Grades 11-12 Examples of Activities that Support the Standards and Benchmarks	North Dakota Career Development Standards											
	12.1.	12.2.	12.3.	12.4.	12.5.	12.6.	12.7.	12.8.	12.9.	12.10.	12.11.	12.12.
	Students understand the influence of a positive self-concept.	Students use skills to interact positively with others.	Students understand the impact of growth and development.	Students understand the relationship between educational achievement and career planning.	Students understand the need for positive attitudes toward work and learning.	Students use skills to locate, evaluate, and interpret career information.	Students use skills to prepare to seek, obtain, maintain, and change jobs.	Students understand how societal needs and functions influence the nature and structure of work.	Students use skills to make decisions.	Students understand the interrelationship of life roles.	Students understand the continuous changes in male/female roles.	Students use skills in career planning.
	Self Knowledge			Educational & Occupational Explorations						Career Planning		
Grades 11-12 Benchmarks												
Information Interviews	3-4	1	2	5-6	1-2-3-4-5	1-4-5-6	3-6-8	1	1	3-4-5-6-7	4-5	
College Catalogs/Web Sites				4		1-2			1-2-3-4-5-6		4	2-4
Occupational Outlook Handbook	1-2-3					1-2-3-4-5-6-7						4
OOH Online	1-2-3					1-2-3-4-5-6-7						4
Career Onestop						1-2-3-4-6-7	1-2-3-4-5-6-7-8-9					4-7
Job Seeking Skills		1-2-3-4					1-2-3-4-5-6-7-8-9		5			4-7
Extracurricular activities	1-2-3-4-5	1-2-3-4	1-2-3-4	1-5	1-3-4-5	5	2		4-5	2-4-5-6-7-8		4-5-6-7-8
Community Service Learning	1-2-3-4-5	1-2-3-4	1-2-3-4	1-5-6	1-2-3-4-5	5	2-3		2-3	2-4-5-6-8	4	6
Work Experiences	1-3-4-5	1-2-3-4	1-2	1-2-3-5-6	1-2-3-4-5	1-5	1-2-3-5-6-7-8-9	1	2-3	2-4-5-6	4	1-2-3-4-5-6-7-8
College/Career Fairs					1-2	1-2-4-5	1-3-7-8	1	1-2-3-4-5-6		5	1-2-3-7
Financial Aid									1-2-5-6			4
Student Loans of ND									1-2-5-6			
College Information Service						2			1-2-3-4-5-6			2-4
Websites/Scholarship Searches									5-6			
Campus Visits							7	1	1-2-3-4-5-6		5	2
Recruiter Visits							7	1	1-2-3-4-5-6		5	2
Postsecondary Checklists							7		5-6			2-8

References

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- Grafton School District. (2003). *Grafton School District Comprehensive School Counseling Program*. Grafton, ND: Grafton School District.
- National Occupational Information Coordinating Committee. (1987). *The National Career Development Guidelines*. Des Moines, WA: American Career Resource Network.
- North Dakota Department of Public Instruction. (2002). *North Dakota Content and Achievement Standards Development Protocols*. Bismarck, ND: North Dakota Department of Public Instruction.
- Webster. (1997). *Webster's Dictionary and Thesaurus*. KS: Nichols Industries.

Resources

Agencies

Department of Career and Technical Education

600 E. Boulevard Ave – Dept 270
Bismarck, ND 58505
701-328-3196

www.state.nd.us/cte

Department of Public Instruction

600 E. Boulevard Ave
Bismarck, ND 58505
701-328-1718

www.dpi.state.nd.us

North Dakota Career Resource Network

PO Box 5507
Bismarck, ND 58506
701-328-9733

ndcrn.ndcareer@sendit.nodak.edu

Professional Organizations

Association for Career and Technical Education

Association for Career and Technical Education
1410 King Street
Alexandria, VA 22314
703-683-3111 / 800-826-9972

North Dakota Addresses: www.acteonline.org/about/states/ND.cfm

North Dakota Career Development Association

600 E. Boulevard Ave – Dept 270
Bismarck, ND 58505
701-328-3196

www.state.nd.us/cte

American School Counselor Association

801 N. Fairfax St.
Suite 310
Alexandria, VA 22314
703 - 683-ASCA

North Dakota Addresses: www.sendit.nodak.edu/ndsca/

North Dakota School Counselor's Association
<http://www.sendit.nodak.edu/ndsca/index.html>

North Dakota Counseling Association

Marcia Foss
NDCA Executive Director
542 5th Ave. SW
Valley City, ND 58072
701-845-7534
www.sendit.nodak.edu/ndca

Resource Websites

Bridges.com - www.bridges.com/

- Choices computerized guidance software
- CX Online

Career Key - <http://www.careerkey.org/english/>

- Career Key is a free online assessment

Career/LifeSkills Resources, Inc. - <http://www.career-lifeskills.com>

- True Colors
- MBTI
- Strong
- COPSsystem
- CPI
- Vocational Decision Making Interview (VDMI) - for those with disabilities
- Dream Catcher & Pathfinder
- Many other resources useful for career planning and classroom activities (includes portfolio guidelines) This is a Canadian company so some products are specific to their country.

CFKR Career Materials, Inc. - <http://www.cfkr.com/>

- Choosing a College Major
- Major-Minor Finder
- Job-O
- High School Career Course Planner
- Voc-Tech Quick Screener
- Many resource and test preparation books

CPP, Inc. - <http://www.cpp-db.com/>

- Myers Briggs Type Indicator (MBTI)
- Strong Interest Inventory
- California Psychological Inventory (CPI)
- Many other assessments

EdITS - <http://www.edits.net>

- COPSsystem (includes interest, aptitude and values assessments)
- Career Briefs Kit available along with other resources
- 16PF (16 Personality Factor Questionnaire)

JIST Publishing - <http://www.jist.com/>

- Job-O
- O*Net Career Interests Inventory
- Self-Directed Search

Keirsey Temperament Sorter - <http://keirsey.com/>

- Keirsey Sorter (online assessment free and must pay for more in-depth reports)

PAR - Psychological Assessment Resources, Inc. - <http://www.parinc.com/>

- Self-Directed Search

Pearson Assessments - <http://www.pearsonassessments.com/assessments/index.htm>

- Ideas Inventory
- Career Assessment Inventory
- Formerly NCS, many other career planning and mental health resources and assessments available.